

# A Guide for Parents and Families About What Your **KINDERGARTNER** Should Be Learning In School This Year



This guide shares important information about the South Carolina Academic Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Academic standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the concepts are being learned.

The following pages provide information about the South Carolina Academic Standards for mathematics, English language arts, science and social studies for **Kindergarten**. The information can help you become familiar with what your child is learning at school and may include activities to reinforce and support your child's learning, selected book titles for additional reading, and Web site addresses for extended learning. Because sites change, please preview before students begin work. This version does not include every standard taught in **Kindergarten**. The complete South Carolina Academic Standards for each subject area can be found at [www.ed.sc.gov](http://www.ed.sc.gov).

The state-developed test, Palmetto Assessment of State Standards (PASS), is based on the South Carolina Academic Standards and is administered in grades 3-8.

## South Carolina Academic Standards

Here are seven key reasons parents should be in the know about the academic standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests (PASS) on grade-level academic standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same academic standards.
4. Standards help parents determine if children in South Carolina are

taught the same subject content as children across the nation. South Carolina Academic Standards have been compared with and matched to national standards as well as standards of other states to make sure that they are challenging.

5. Standards inform parents about the academic expectations for their child. Standards give parents more specific information for helping their child at home. Parents no longer have to guess the type of help their child needs to do better in school.
6. Standards enable parents to participate more actively in parent/teacher conferences. Knowledge of the academic standards helps parents understand more about what their child is learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their child.
7. Standards help parents see how the current grade level expectations are related to successive years' expectations. Parents are able to see how their child's knowledge is growing from one year to the next.

## WEB RESOURCES

South Carolina Department of Education (SCDE):  
[www.ed.sc.gov](http://www.ed.sc.gov)

South Carolina Education Oversight Committee (EOC):  
[www.eoc.sc.gov](http://www.eoc.sc.gov)

South Carolina Education Television (SCETV):  
[www.knowitall.org](http://www.knowitall.org)

# ENGLISH LANGUAGE ARTS

Students should be able to:

## Reading

- Use pictures as clues to the meaning of a story and predict what will happen next when a story is read aloud
- Discuss that the person telling a story is called a narrator
- Find examples of words used to imitate sounds in books read aloud (for example, woof, meow, crash, boom, buzz, grr)
- Find examples of words that begin with the same sound in books read aloud (for example, Ned, knew, Nick, needed, knit a sweater)
- Match consonant and short-vowel sounds to the appropriate letters
- When retelling a story, know the characters, where the story takes place, and important details
- Explain how some words are important to the meaning of a story or poem
- Respond to a book by drawing a picture, acting out a scene, or writing sentences
- Read books for pleasure
- Know that fantasy stories are not true
- Summarize the main idea and details from nonfiction books read aloud
- Use class discussions to make inferences about a book
- Understand facts from nonfiction books read aloud
- Read books to learn new information
- Understand why books use headings, bold or italic words, graphs, and pictures
- Recognize a table of contents
- Explain the cause of an event described in a book read aloud
- Use pictures and other words in books to understand the meaning of new words
- Change a word by adding an -s or -ing ending
- Use new words learned from people, books, or the media
- Read words that are frequently used
- Use rhymes, poems and songs to improve reading and create words orally
- Use appropriate voice level when speaking (not too loud or too soft)
- Match most sounds to the appropriate letters
- Understand that compound words are made up of two or more small words
- Recognize capital and lowercase letters and recall their order in the alphabet
- Classify words by their beginning or ending sounds
- Make new words when talking by adding, deleting or changing sounds
- Make connections to the world, other stories, and oneself to better understand books
- Recognize common signs in school, road signs, restaurant and store signs, and logos (for example, exit and stop signs, Walmart, the golden arches of McDonald's)
- Hold books and turn pages correctly
- Distinguish between letters and words

## Writing

- Get ideas for writing by talking to others and looking at pictures
- Tell a story from beginning to end by using pictures, letters, or words

- Use the correct form of capital and lowercase letters
- Understand that a person's name is a proper noun
- Use knowledge of spelling and grammar to edit writing with teacher support
- Write notes, stories, descriptions and rhymes by using drawings, letters, or words

## Research and Oral Communication

- Ask *how* and *why* questions about a subject of interest
- Understand that information can be found in a variety of sources
- Classify information into categories (for example, living and nonliving things)
- Use complete sentences when speaking
- Understand and follow oral one- and two-step directions

## Activities

- Talk to your child. Answer and ask *how* and *why* questions
- Provide materials to create stories with pictures and words—scissors, papers, glue, buttons, glitter, markers, etc.
- Have your child tell you about pictures he draws. Write down the story
- Make up stories about toys, stuffed animals, puppets
- Play “I Spy,” looking for letters, words or signs while traveling
- Read or say nursery rhymes with your child
- Play rhyming word games with your child. For example, ask your child to tell you a word that sounds like “cat”
- Have your child explain the cause of an event in a story in his own words
- Read aloud to your child and ask him/her to identify who is telling the story or the narrator
- Sing or say the alphabet with your child
- Allow your child to read and write, JUST FOR FUN!

## Books

- Barton, Byron. *Building a House*
- Bishop, Nic. *Backyard Detective*
- Caldane, Paul. *The Gingerbread Boy*
- Carle, Eric. *Brown Bear, Brown Bear, What do You See?*
- Freeman, Don. *Corduroy*
- Gibbons, Gail. *Owls*
- Henkes, Kevin. *Julius, the Baby of the World*
- Schneider, Howie. *Cheryl Louie*
- Sendak, Maurice. *Chicken Soup With Rice*
- Williams, Vera. *A Chair for My Mother*

## Web Sites

- Carol Hurst's Children's Literature Site — <http://www.carolhurst.com>
- Learning Page.com — <http://www.sitesforteachers.com>
- Surfing the Net with Kids — <http://www.surfnetkids.com>
- United States Department of Education — <http://www2.ed.gov/parents>



# MATHEMATICS

Students should be able to:

## Numbers and Operations

- Represent simple joining and separating situations through 10
- Understand that addition results in increase and subtraction results in decrease
- Represent the place value of each digit in a two-digit whole number

## Algebra

- Translate simple repeating and growing patterns into rules

## Geometry

- Use the positional words *near*, *far*, *below*, *above*, *beside*, *next to*, *across from*, and *between* to describe the location of an object
- Use the directional words *left* and *right* to describe movement

## Measurement

- Tell time to the hour and use a calendar
- Identify a penny, a nickel, a dime, a quarter, and a dollar and the value of each

## Data Analysis and Probability

- Organize data in graphic displays in the form of drawings and pictures

## Activities:

Have your child:

- Join and separate sets of objects and tell whether the number of objects increases or decreases
- Play common board games that require counting moves, including moving forward (addition) or backwards (subtraction)
- Use the terms *near*, *far*, *below*, *above*, *beside*, *next to*, *across from*, and *between* to describe the location of objects in a room
- Use the terms words *left* and *right* to describe their movement about a room
- Use digital and analog clocks to tell time to the hour
- Identify a penny, a nickel, a dime, a quarter, and a dollar and the value of each
- Ask three people's favorite ice cream flavor. Organize the answers into a graph by drawing or pasting pictures

## Books:

- Awdry, W., et al. *Thomas the Tank Engine Counts to Ten*
- Dr. Seuss. *One Fish Two Fish Red Fish Blue Fish*
- Ehlert, Lois. *Fish Eyes: A Book You Can Count On*
- Giganti, Paul. *How Many Snails*
- Gerth, Melanie. *Ten Little Ladybugs*
- Hutchins, Pat. *Don't Forget the Bacon*

- Kwas, Susan Estelle. *Learning Block Books: Numbers, Colors, Shapes, Animals*
- Miranda, Anne. *Monster Math*
- Murphy, Chuck. *One To Ten Pop-Up Surprises*
- Sabuda, Robert. *Cookie Count: A Tasty Pop-Up*
- Wilson, Karma. *A Frog In The Bog*

## Web Sites:

- <http://www.funbrain.com/index.html> – Interactive math activities

# SCIENCE

Students should be able to:

## Inquiry and Process Skills

- Identify observed objects or events by using the senses
- Use tools (including magnifiers and eyedroppers) safely, accurately, and appropriately
- Predict and explain information or events based on observation or previous experience
- Compare objects by using nonstandard units of measurement
- Use appropriate safety procedures when conducting investigations

## Characteristics of Organisms

- Recognize what organisms need to stay alive (including air, water, food, and shelter)
- Identify examples of organisms and nonliving things
- Match parents with their offspring to show that plants and animals closely resemble their parents
- Compare individual examples of a particular type of plant or animal to determine that there are differences among individuals
- Recognize that all organisms go through stages of growth and change called life cycles

## My Body

- Identify the distinct structures in the human body that are for walking, holding, touching, seeing, smelling, hearing, talking, and tasting
- Identify the functions of the sensory organs (including the eyes, nose, ears, tongue, and skin)

## Seasonal Changes

- Identify weather changes that occur from day-to-day
- Compare the weather patterns that occur from season to season
- Summarize ways that the seasons affect plants and animals

## Exploring Matter

- Classify objects by observable properties (including size, shape, magnetic attraction, heaviness, texture, and the ability to float in water)
- Compare the properties of different types of materials (including wood, plastic, metal, cloth, and paper) from which objects are made

## Activities

Have your child:

- Cut pieces of fabric, cork, paper and other such items into similar shapes. With eyes closed, try to identify the different materials based on touch
- Collect leaves and sort them by size, shape, color, and texture. Have your child invent a way to measure the size using an object other than a ruler such as his hand.
- Go to a zoo and ask your child to predict what animals in the same section of the zoo have in common
- Track the weather for several days in a row and ask your child to try to predict the next day's weather. Ask him/her to tell you why he/she predicted what would happen.
- Discover what objects will stick to a kitchen magnet
- Identify an object by the type of material from which it is made (wood, plastic, metal, cloth, or paper)

## Books:

- Aliko. *My Five Senses*
- Aliko. *My Visit to the Zoo*
- Fowler, Allan. *What Magnets Can Do*
- Gibbons, Gail. *Seasons of Arnold's Apple Tree*
- Hall, Zoe. *The Surprise Garden*
- Hickman, Pamela. *A Seed Grows*
- Kingfisher Publishing. *Animal Babies on the Farm*

## Web Sites:

- AAAS Science Netlinks - [www.sciencenetlinks.com](http://www.sciencenetlinks.com)
- National Wildlife Federation - [www.nwf.org/kids/](http://www.nwf.org/kids/)

# SOCIAL STUDIES

Students should be able to:

## Foundations of Social Studies: Children as Citizens

- Identify the location of his or her home, school, neighborhood, and city or town on a map
- Illustrate the features of his or her home, school, and neighborhood by creating maps, models and drawings
- Identify his or her personal connections to places, including home, school, neighborhood, and city and or town
- Recognize natural features of his or her environment, e.g., mountains and bodies of water
- Explain the purpose of rules and laws and the consequences of breaking them
- Summarize the roles of authority figures in a child's life, including those of parents and teachers
- Identify authority figures in the school and community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, fire fighters, and police officers
- Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism
- Recognize the importance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and "The Star-Spangled Banner"
- Identify the reasons for celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, and Independence Day
- Describe the actions of important figures that reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King, Jr.
- Compare the daily lives of children and their families in the past and present
- Explain how changes in types of transportation and communication have affected the way families live and work together
- Recognize the ways community businesses have provided goods and services for families in the past and do so in the present
- Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present

## Activities:

Have your child:

- Identify your city on a local map
- Point out geographic features in his/her community, such as lakes or mountains, that make it unique
- Participate in a family game night. Help your child learn to follow the rules of the game, including taking turns. Discuss why following the rules makes the game fun for everyone

- Point out people in the community who should keep him/her safe, such as the school crossing guard, police officer or teacher
- During different activities point out American symbols of democracy such as the United States flag, the bald eagle, patriotic songs, and the Pledge of Allegiance. Discuss the significance of these symbols
- Visit with older members of the family and discuss the ways life was different in the past
- Identify some goods and services provided by local businesses
- Volunteer to pick up litter or do something else that helps the community or school. Talk about how this demonstrates good citizenship
- Read the Pledge of Allegiance to your child and discuss what each part means

## Books:

- Barnes, Peter and Cheryl. *Woodrow, the White House Mouse*
- Barnes, Peter and Cheryl. *House Mouse, Senate Mouse*
- Barnes, Peter and Cheryl. *Marshal, the Courthouse Mouse*
- Barnes, Peter and Cheryl. *Woodrow for President*
- Brisson, Pat. *Benny's Pennies*
- Hall, Donald. *The Ox Cart Man*
- Halliman, P.K. *For the Love of the Earth*
- Hoban, Tana. *I Read Symbols*
- Hoberman, Mary Ann. *A House is a House for Me*
- Hudson, Cheryl W. and Bernette G. Ford. *Bright Eyes, Brown Skin*
- Kennan, Shelia. *O Say Can You See? America's Symbols, Landmarks, and Important Words*
- Leedy, Loreen. *Mapping Penny's World*
- Leedy, Loreen. *Who's Who in My Family*
- Penner, Lucille Recht. *The Statue of Liberty*
- Parish, Peggy. *Amelia Bedelia's Family Album*

## Web Sites:

- Children's Books – [www.cbcbooks.org](http://www.cbcbooks.org)
- National Geographic – [www.nationalgeographic.com](http://www.nationalgeographic.com)
- Public Broadcast System (PBS) – [www.pbs.org](http://www.pbs.org)
- Primary Games – [www.primarygames.com](http://www.primarygames.com)
- United States Mint – [www.usmint.gov](http://www.usmint.gov)
- Weekly Reader – [www.weeklyreader.com](http://www.weeklyreader.com)
- Scholastic – [www.scholastic.com/cliffordbebig/teachers/lesson-plan-09.htm](http://www.scholastic.com/cliffordbebig/teachers/lesson-plan-09.htm)
- History of the American Flag – [www.usflag.org/history/pledgeofallegiance.html](http://www.usflag.org/history/pledgeofallegiance.html)
- Lessons for Teaching Citizenship – [www.goodcharacter.com/pp/citizenship.html](http://www.goodcharacter.com/pp/citizenship.html)